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UNITED STATES DEPARTMENT OF AGRICULTURE

FOREST SERVICE

RECREATION TECHNICIAN TRAINING

SOUTHWEST REGION

LOS PADRES NATIONAL FOREST

June 2, 1980

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ABSTRACT

RECREATION TECHNICIAN TRAINING STUDY
LOS PADRES NATIONAL FOREST
PACIFIC SOUTHWEST REGION
U. S. FOREST SERVICE

March 10, 1980

Sam S. Alfano, Recreation Management Officer

The subject of providing standardized training for Outdoor Recreation Technicians in the GS-1 to GS-9 grade levels has been of concern to the author for many years. The study was completed as part of the course requirement of the Professional Development Program for Outdoor Recreation Management (U. S. Forest Service) at Clemson University (Sept. 17 to Oct. 5, 1979).

The study area included all of the National Forests in the Southwest Region - U. S. Forest Service. Information was requested from the 80 Ranger Districts within this Region in four phases.

Phase I - involved review of representative job descriptions, training plans and job instructions for recreation technician personnel in the GS-1 to GS-9 grade levels.

Phase II - involved obtaining recommendations from supervisory personnel as to what training needs should be offered for the various grade levels.

Phase III - involved obtaining the relative importance of pre-selected subjects from Recreation Technicians (GS-1 to GS-9) throughout all the Ranger Districts in the Southwest Region.

Phase IV - related to a review of the present efforts (in-service and out-of-service) of training for outdoor recreation personnel.

Based on data obtained in the four phases, a listing of training subjects was prepared for the GS-1 to GS-3, GS-4 to GS-6, GS-7 to GS-9 groups. Since there was general concurrence among supervisory personnel and recreation technicians on what subjects are desirable, a standard training program has been adopted on the Los Padres National Forest for all outdoor recreation technician personnel in the grade levels mentioned.

In addition, as a result of the study, a concerted effort is being made to conduct a Southern California Outdoor Recreation Training Academy through the utilization of a college or university facility. This one or two week academy would be useful for all outdoor recreation personnel in Southern California. This would include Forest Service, Bureau of Land Management, State, County, Special Districts, and City personnel on a selected basis.

CONTENTS

A. INTRODUCTION

B. PHASE I

C. PHASE II

D. PHASE III

E. RECOMMENDATIONS FROM PHASE III

F. PHASE IV

G. TRAINING - OTHER OUTDOOR RECREATION ENTITIES

H. OTHER OURDOOR RECREATION TRAINING STUDIES

I. APPENDIX

PROFESSIONAL DEVELOPMENT PROGRAM
FOR OUTDOOR RECREATION MANAGEMENT
CLEMSON UNIVERSITY SHORT COURSE
SEPT. 17 to OCT. 5, 1979

Project Title - Recreation Technician Training - Grades GS-1 to GS-9

INTRODUCTION:

The field of Outdoor Recreation has been recognized as a major function of the U. S. Forest Service for at least 65 years. Throughout the years additional emphasis has been placed on the value of this function to society through Congressional direction in the Act of March 4, 1915, the Multiple Use-Sustained Yield Act of June 12, 1960, the Land and Major Conservation Act of September 3, 1964, the Forest and Rangeland Renewable Planning Act of 1974, and the National Forest Management Act of 1976.

Of necessity , considerable emphasis has been placed in training personnel to develop site plans (summer home tracts, resorts, campgrounds, picnic areas, visitor information stations, etc.) that fit into the landscape and which minimize the impacts on the land. The majority of these personnel have been trained in the field of Landscape Architecture.

While we have placed our emphasis on "fitting" the development to the site, it is evident that we have not formally trained the "on-the-ground" recreation technician, to keep up with sociological needs of the user of the facilities.

PURPOSE:

Primary - The development of standardized minimal training plans for Los Padres National Forest Outdoor Recreation personnel in the GS-1 to GS-9 grade levels. Secondary - Determine what training efforts are being utilized by other outdoor recreation entities in the state and determine what opportunities exist for cooperative training.

METHOD:

The study was catagorized into four phases. Phase I, involved obtaining a sample of job descriptions, training plans and job instructions from personnel on 80 Ranger Districts in the Southwest Region. Phase II, involved obtaining recommendations from recreation supervisory personnel on what training needs they felt were important for the Recreation Technician. Phase III, involved obtaining the relative importance of pre-selected subjects from Recreation Technicians throughout the Ranger Districts in the Region. Phase IV, related to taking a look at the present efforts (in-service and out-of-service) of training for outdoor recreation personnel.

ANALYSIS SUMMARY:

Information submitted for Phase I showed that job descriptions generally

had been standardized throughout the Region, training plan formats varied considerably and that individual job instructions were few to non-existent for the majority of employees.

Information submitted for Phase II showed that supervisory recreation staff personnel generally agreed with the ratings of technicians with regard to the relative importance of training subjects listed.

The Phase III training needs listing of subjects were rated into the essential, important, nice to know and non-essential catagories. The subjects were then ranked by percentile ranking based on the above catagories and placed in order of priority by GS grade level groups.

The Phase IV data showed that in-service training Regionwide is not consistent on a yearly basis nor is there a concentrated effort by the majority of Forests to conduct Recreation Technician training sessions.

Cooperative training where appropriate and feasible with other outdoor recreation entities (i.e., special recreation District, Counties and State of Calif.) has been extremely limited. Numerous benefits could be derived by all concerned if training efforts could be combined. Cooperative training with Junior Colleges, State Colleges and Universities is prevelant throughout the Region but not to the extent that it could be.

The use of correspondence courses by personnel throughout the Region is extremely limited. The remoteness of many of our Districts and the need to conserve gasoline would dictate that the whole area of self improvement through correspondence courses should be looked into very seriously.

DISCUSSION:

The training plans developed as a result of the accumulated information has been adopted by the Los Padres National Forest as the approved training format for all Recreation Technicians in the various GS grade levels. It was determined that training sessions for the GS-1 to GS-3 grade levels can best be accomplished on an individual District Basis. Training sessions in the GS-4 to GS-9 level can best be accomplished on a Forest wide basis.

Cooperative training efforts will be further explored with Los Angeles County Parks and Recreation Department and the State fo California Parks and Recreation Department. Further efforts will be made to determine which local college or university can be utilized for extension service training and what, if any, correspondence course could be made available to employees.

It is anticipated that minimal standards for Recreation Technician Training will be adopted on a Regional basis and that a review will be made by the Washington Office for applicability on a nation wide basis.

PHASE I

A. Job Description

In most of the responses related to job descriptions the standard position description is being used for the grade levels GS-1 to GS-9. A follow-up will be needed on the Los Padres to ascertain that the "identification of major work activities" (Form 6100-G) has been completed for each employee for performance evaluation.

B. Training Plans

Some training plans were on the old form 6100-2 (8/73), other plans submitted were on the new form 6100-2 (4/79). This is a much more practical form and is recommended for use in all grade level training plans.

C. Job Instructions

Very few job instructions were received.

The lack of job instructions for employees leads me to believe that a communications gap exists between the employee and supervisor. The job description and performance standards form a broad overview of what is expected. Individual written job instructions on the other hand provide a mutual understanding of where the priorities lie, needed information on working relationships, tour of duty and emphasis areas. Written job instructions also forces the supervisor to put down in writing what he expects the employee to accomplish in the "day to day" performance of his duties.

If employees do not have written job instructions from their supervisor, I view this as a major fault in employee/supervisor communications

PHASE II

SUPERVISORY PERSONNEL
RESPONSE SUMMARY

Before a proposal could be made as to which training needs are most needed, it was essential that some consensus be obtained between the supervisor and the employee being supervised. Responses received from those supervisory personnel showed that with minor exceptions (re: need for safety training) the pre-selected course reviewed by recreation technicians were those that supervisory personnel considered for inclusion in training sessions.

SOUTHWEST REGION SUMMARY

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* Note: Figures in Columns 2, 3, 4 and 5 expressed in % of responses

GS-1 TO GS-3
RECREATION TECHNICIAN
TRAINING GUIDE

(1) TRAINING NEEDS	(2) *ESSENTIAL	(3) *IMPORTANT	(4) *NICE TO KNOW	(5) *NON-ESSENTIAL	(6) REMARKS
					RESPONSES
1. District and or Forest Orientation (including F.S. History).	60	29	7	4	45
2. Employee Orientation - Rules of Conduct, etc.	72	26	2		46
3. Host Role Concept.	66	30	4		44
4. Local Plant Identification.	2	4	82	12	45
5. Local Geological Information.	4	4	63	29	46
6. Local Animal Identification.	2	14	72	12	42
7. Cultural Resource Awareness.		28	51	9	36
8. First Aide (Beginners Course).	34	50	13	3	44
9. Law Enforcement Level I.	40	28	18	14	43

(1)	(2)	(3)	(4)	(5)	(6)
10. Use of Hand Tools (Shovel, Ax, Pulaski, McCloud).	59	41			44
11. Use of Power Equipment, i.e., saws, drills, etc.	18	56	22	4	49
12. Use of Chemicals A. Deodorizers. B. Pesticides. (State of California Certification Program)	30	32	22	16	32
13. Driver Training Awareness.	68	28	2	2	46
14. Landscape Management Awareness.		13	49	38	45
15. Care & Policing Skills (Pamphlet - Cleaning Recreation Sites - Jan. 1974).	63	37			48
16. Facility Maintenance Skills (Proper use of paints, repairing water faucets, water lines, tables, & stoves).	36	51	11	2	47
17. Meeting the Public.	57	37	6		46

GS-1 to GS-3

(1)	(2)	(3)	(4)	(5)	(6)
18. Recreation Use Reporting.	11	39	14	8	44
19. List other training needs you may be aware of and rate.					

SOUTHWEST REGION SUMMARY

SSA

*Note: Figures in Columns 2, 3, 4 and 5 Expressed in % of Responses

GS-4 TO GS-6
RECREATION TECHNICIAN
TRAINING GUIDE

(1) TRAINING NEEDS	(2) *ESSENTIAL	(3) *IMPORTANT	(4) *NICE TO KNOW	(5) *NON-ESSENTIAL	(6) REMARKS
					RESPONSES
1. District or Forest Orientation (including F.S. History).	60	26	14		50
2. Civil Service Employee Handbook Knowledge - (Rules of Conduct, etc.).	73	22	5		49
3. Host Role Concept.	80	16	4		49
4. Local Botanical, Geological, and Wildlife Knowledge.	2	40	56	2	50
5. Cultural Resource Knowledge.	2	40	52	6	50
6. Backpacking Techniques.	15	20	41	24	54
7. Principles of Outdoor Camping.	10	36	45	9	56

(1)	(2)	(3)	(4)	(5)	(6)
8. Intermediate First Aid (Red Cross Course).	38	50	12		50
9. Search & Rescue Techniques (County Sheriff Dept.).	4	37	43	16	54
10. Elementary Winter Mountaineering.	8	10	62	20	50
11. Use of Chemicals A. Deodorizers. B. Pesticides. (State of California Certification Program).	30	33	20	17	42
12. Use of Power Equipment.	54	42	4		50
13. Facility Maintenance Principles (Proper use of paints, elementary carpentery, plumbing, & electrical skills).	62	28	8	3	53
14. Driver Training Awareness.	80	16	4		50
15. Care & Policing Skills (Pamphlet - Clean Recreation Sites).	79	17	4		47

(1)	(2)	(3)	(4)	(5)	(6)
16. Law Enforcement Level IIA.	67	29	4		49
17. Administration of Special Use Permits.	6	36	43	15	47
18. Use of Photographic Skills.		27	61	12	49
19. Knowledge of Audio Visual Equipment (Movie projectors, etc.).	10	37	44	9	52
20. Water System Sampling (Federal Requirement).	58	29	8	5	52
21. Use of Heavy Equipment (Dump truck, tractors, etc.).	10	20	50	20	50
22. Local Laws & Regulations that Apply to District & Forest (Recreation).	70	29	1		49
23. Communication Skills. A. Oral. B. Written.	48	46	6		48
24. District Budgeting Procedures.	13	46	35	6	52

(1)	(2)	(3)	(4)	(5)	(6)
25. Personnel Supervision.	56	40	4		50
26. Winter Sports Administration.	12	22	45	21	51
27. River Rafting Skills.	4	8	39	49	46
28. Trail Maintenance Standards (Includes knowledge needed to complete trail condition surveys).	29	33	29	9	51
29. Wilderness Management Policies (Including use of power equipment, trail standards, mineral extraction).	33	35	24	8	54
30. Public Presentations. Show-me trips, V.I.S., Public Meetings.	6	49	36	9	51
31. RIM Data Collection.	43	39	16	2	49
32. Recreation Use Reporting Techniques.	44	40	16		50
33. Recreation Fee Site Administration.	71	25	4		48
34. List other training needs not covered and evaluate.					

* Note: Figures in Columns 2, 3, 4 and 5 expressed in % of responses

GS-7 - GS-9
RECREATION TECHNICIAN
TRAINING GUIDE

(1) TRAINING NEEDS	(2) *ESSENTIAL	(3) *IMPORTANT	(4) *NICE TO KNOW	(5) *NON-ESSENTIAL	(6) REMARKS
					RESPONSES
1. District and or Forest Orientation (including F.S. History).	73	10	2	2	43
2. Civil Service Employee Handbook Knowledge (Rules of Conduct, etc.).	90	4	3	3	44
3. Host Role Concept.	90	10			44
4. Local Botanical, Geological, & Wildlife Knowledge.	9	58	33		43
5. Cultural Resource Awareness.	27	44	29		48
6. Backpacking Equipment & Techniques.	16	39	39	6	49
7. Principles of Outdoor Camping.	21	51	25	3	47
8. Advanced First Aid (Red Cross).	41	43	16		44
9. Search & Rescue Techniques.	20	42	36	2	45

(1)	(2)	(3)	(4)	(5)	(6)
10. Winter Mountaineering. A. Downhill Skiing. B. Cross Country Skiing. C. Avalanche Search & Rescue. D. Snow Play.	20	33	36	13	30
11. Supervisory Training.	84	13		3	45
12. Use of Chemicals A. Deodorizers. B. Pesticides. (State of California Certication Program)	52	29	11	8	27
13. Use of Power Equipment.	60	33	5	2	43
14. Facility Maintenance Principles (Proper use of paints, knowledge of carpentery, plumbing, and electrical skills.	70	26	2	2	43
15. Driver Training Skills.	73	20	2	5	45
16. Law Enforcement Level IIB or Level III.	61	30	6	3	36

(1)	(2)	(3)	(4)	(5)	(6)
17. Administration of Special Use Permits. A. Recreation Residence. B. Winter Sports Ski Areas. C. Resorts. D. Organization Camps.	26	48	13	13	30
E. Special Recreation Permits - Enduros, Ski Events, etc.					
18. Use of Photograpic Skills.	9	56	31	4	45
19. Knowledge of Audio Visual Equipment (Movie projector, etc.).	12	56	30	2	43
20. Principles of Potable Water System. A. Spring Source. B. Well Source. C. Surface Source.	63	32	5		22
21. Laws & Regulations that Apply to District & Forest (Recreation).	95	5			38

(1)	(2)	(3)	(4)	(5)	(6)
22. Communication Skills. A. Oral. B. Written.	75	25			33
23. ADVENT - (planning, budgeting, organizing to do the job).	56	44			41
24. Recreation Fee Site Administration.	82	16	2		45
25. RIM Data System.	86	11	3		44
26. Recreation Opportunity Spectrum.	15	58	27		40
27. Land Management Planning Concepts with Emphasis in Outdoor Recreation.	21	56	23		43
28. Sociological Needs of the Forest Visitor.	26	49	24	1	43
29. Understanding & Curbing Vandalism.	56	31	13		45
30. List other training needs not covered and evaluate.					

SOUTHWEST REGION
GS-1 TO GS-3
RECREATION TECHNICIAN
TRAINING NEED SUMMARY
PERCENTILE RANKING

	PERCENT	ESSENTIAL AND IMPORTANT
1	100	Care and Policing Skills
2	100	Use of Hand Tools
3	98	Employee Orientation
4	96	Host Role Concept
5	96	Driver Training Awareness
6	94	Meeting the Public
7	89	District and Forest Orientation
8	87	Facility Maintenance Skills
9	84	First Aid (Beginning Course)
10	74	Use of Power Equipment
11	68	Law Enforcement - Level I
12	62	Use of Chemicals
13	50	Recreation Use Reporting
		NICE TO KNOW
14	28	Cultural Resource Awareness
15	16	Local Wildlife Identification
16	13	Landscape Management Awareness
17	8	Local Geological Information
18	6	Local Plant Identification

19 Additional Needs Mentioned (see below)
(1) Numerical refers to the number of responses, (2) E = ESSENTIAL, (3) I = IMPORTANT

20	Government Drivers License	1I
21	Hazard Identification	1E
22	Basic Fire Suppression	1E, 3I
23	Radio Procedures	2E, 3I
24	Tool Maintenance	1E
25	Safety	2E, 1I
26	Communication Skills	1I
27	Minimum Impact Camping	1E
	General Work Skills	
28	Trash Maintenance Procedures	1E, 1I
29	Recreation Site Condition Surveys	1E
30	VIS Training	1E, 1I
31	Fee Compliance and Collection	1E, 3I
32	P-40 Introduction to Fire Prevention	1E, 1I
33	S-190 Introduction to Fire Behavior	2E, 1I
34	CPR	1E

35	Basic 32 Fire Suppression	1E
36	P-140 Fire Prevention	3I
37	P-240 Intermediate Fire Prevention	1E
38	Basic Supervision	1E
39	Law Enforcement - Level IIB	3E
40	Advanced Supervision	1E
41	Instructor Training	1E
42	Environmental Education Workshop	1E
43	Lets Serve the Public	1E
44	Interpersonal Conflict Resolution	1E
45	Developed Site Management	1E
46	Creative Problem Solving	1E
47	Procurement Methods and Procedures	1E
48	Boat Operations	1E
49	Lifeguard	1E
50	CPR	1E
51	Handling Pack and Saddle Stock	1E

GS-1 TO GS-3
TRAINING NEED SUMMARY

TRAINING NEED NO.	ESSENTIAL CATEGORY		IMPORTANT CATEGORY		COMBINED ESSENTIAL & IMPORTANT	
	PERCENT	RANKING	PERCENT	RANKING	PERCENT	RANKING
1	60	5	29	10	89	7
2	72	1	26	14	98	3
3	66	3	30	9	96	4
4	2	15	4	17	6	18
5	4	14	4	18	8	17
6	2	16	14	15	16	15
7	-	-	28	12	28	14
8	34	10	50	3	84	9
9	40	8	28	13	68	11
10	59	6	41	4	100	2
11	18	12	56	1	74	10
12	30	11	32	8	62	12
13	68	2	28	11	96	5
14	-	-	13	16	13	16
15	63	4	37	7	100	1
16	36	9	51	2	87	8
17	57	7	37	6	94	6
18	11	13	39	5	50	13

SOUTHWEST REGION
GS-4 TO GS-6
RECREATION TECHNICIAN
TRAINING NEED SUMMARY
PERCENTILE RANKING

	PERCENT	ESSENTIAL AND IMPORTANT
1	99	Local Laws and Regulations
2	96	Personnel Supervision
3	96	Care and Policing Skills
4	96	Law Enforcement - Level IIA
5	96	Host Role Concept
6	96	Recreation Fee Site Administration
7	96	Use of Power Equipment
8	95	Civil Service Employee Handbook
9	90	Facility Maintenance Principles
10	89	Communication Skills
11	87	Water System Sampling
12	88	Intermediate First Aid
13	86	Driver Training Awareness
14	86	District or Forest Orientation
15	84	Recreation Use Reporting Techniques
16	82	RIM Data Collection
17	68	Wilderness Management Policies
18	62	Trail Maintenance Standards
19	59	District Budgeting Procedures
20	54	Public Presentation, Show-Me Trips, etc.
		NICE TO KNOW
21	47	Knowledge of Audio Visual Equipment
22	46	Principles of Outdoor Camping
23	42	Local Botanical, Geological and Wildlife Knowledge
24	42	Cultural Resource Knowledge
25	42	Administration of Special Use Permits
26	41	Search and Rescue Techniques
27	35	Backpacking Techniques
28	34	Winter Sports Administration
29	33	Use of Chemicals
30	30	Use of Heavy Equipment
31	27	Use of Photographic Skills
32	18	Elementary Winter Mountaineering
33	12	River Rafting
34	Additional Needs Mentioned (see below)	

(1) Numerical refers to the number of responses, (2) E = ESSENTIAL, (3) I = IMPORTANT

GS-4 TO GS-6
TRAINING NEED SUMMARY

TRAINING NEED NO.	ESSENTIAL CATEGORY		IMPORTANT CATEGORY		COMBINED ESSENTIAL & IMPORTANT	
	PERCENT	RANKING	PERCENT	RANKING	PERCENT	RANKING
1	60	9	26	22	86	14
2	73	4	22	24	95	8
3	80	2	16	31	96	5
4	2	31	40	6	42	23
5	2	32	40	7	42	24
6	15	19	20	28	35	27
7	10	23	36	14	46	22
8	38	15	50	1	88	12
9	4	30	37	10	41	26
10	8	26	10	32	18	32
11	30	17	33	17	33	29
12	54	11	42	5	96	7
13	62	8	28	20	90	9
14	80	1	16	30	86	13
15	79	3	17	29	96	3
16	67	7	29	19	96	4
17	6	27	36	13	42	25
18	-	-	27	21	27	31
19	10	24	37	12	47	21
20	58	25	29	27	87	11
21	10	6	20	18	30	30
22	70	12	29	4	99	1
23	41	21	48	3	89	10
24	13	10	46	8	59	19
25	56	20	40	25	96	2
26	12	22	22	26	34	28
27	4	29	8	33	12	33
28	29	18	33	16	62	18
29	33	16	35	15	68	17
30	6	28	49	2	54	20
31	43	14	39	10	82	16
32	44	13	40	9	84	15
33	71	5	25	23	96	6

SOUTHWEST REGION
GS-7 TO GS-9
RECREATION TECHNICIAN
TRAINING NEED SUMMARY
PERCENTILE RANKING

	PERCENT	ESSENTIAL AND IMPORTANT
1	100	Host Role Concept
2	100	Laws & Regulations that Apply to District & Forest
3	100	Communication Skills
4	100	ADVENT - (Planning, budgeting, organizing to do job)
5	100	Recreation Fee Site Administration
6	97	RIM Data System
7	97	Supervisory Training
8	96	Facility Maintenance Principles
9	95	Driver Training Skills
10	95	Principles of Potable Water System
11	94	Civil Service Employee Handbook Knowledge
12	93	Use of Power Equipment
13	91	Law Enforcement Level IIB or Level III
14	87	Understanding and Curbing Vandalism
15	84	Advanced First Aid (Red Cross)
16	83	District and/or Forest Orientation
17	81	Use of Chemicals
18	77	Land Management Planning Concepts-Emphasis Outdoor Ed.
19	75	Sociological Needs of the Forest Visitor
20	74	Administration of Special Use Permits
21	73	Recreation Opportunity Spectrum
22	72	Principles of Outdoor Camping
23	71	Cultural Resource Awareness
24	68	Knowledge of Audio Visual Equipment
25	67	Local Botanical, Geological, and Wildlife Knowledge
26	65	Use of Photographic Skills
27	62	Search and Rescue Techniques
28	55	Backpacking Equipment and Techniques
29	53	Winter Mountaineering
30	Additional Needs Mentioned (see below)	
	(1) Numerical refers to the number of responses, (2) E = ESSENTIAL, (3) I = IMPORTANT	
31	Intraactive and Group Work Skills	1E
32	Forest Recreation Workshops	1E
33	Purchasing Procedures	3E, 2I
34	Accident Investigation	1E
35	Hazard Identification	1E
36	Accelerated Reading	1E
37	Basic Management	1E
38	Safety Practices	2E
39	Environmental Education Workshop	1E
40	Time Management	2E, 1I

41	Performance Appraisal	1E
42	Hazard Tree Recognition & Recreation Pest Mgt.	2E
43	Working Effectively with the Media	1E
44	Public Involvement Techniques	1E
45	Advanced Creative Problem Solving	1E
46	Visual Recreation Management	1E
47	EAR Development	1E
48	Employee Problem Solving	1E
49	Career Counseling	1E

GS-7 TO GS-9
TRAINING NEED SUMMARY

TRAINING NEED NO.	ESSENTIAL CATEGORY		IMPORTANT CATEGORY		COMBINED ESSENTIAL & IMPORTANT	
	PERCENT	RANKING	PERCENT	RANKING	PERCENT	RANKING
1	73	9	10	27	83	16
2	90	3	4	29	94	11
3	90	2	10	26	100	1
4	9	29	58	1	67	25
5	27	18	44	10	71	23
6	16	25	39	13	55	28
7	21	22	51	6	72	22
8	41	17	43	11	84	15
9	20	23	42	12	62	27
10	20	24	33	14	53	29
11	84	5	13	24	97	7
12	52	16	29	19	81	17
13	60	13	33	15	93	12
14	70	10	26	20	96	8
15	73	8	20	22	95	9
16	61	12	30	18	91	13
17	26	20	48	9	74	20
18	9	28	56	5	65	26
19	12	27	56	4	68	24
20	63	11	32	15	95	10
21	95	1	5	28	100	2
22	75	7	25	21	100	3
23	56	14	44	8	100	4
24	82	6	16	23	100	5
25	86	4	11	25	97	6
26	15	26	58	2	73	21
27	21	21	56	3	77	18
28	26	19	49	7	75	19
29	56	15	31	17	87	14

GS-1 TO GS-3
RECREATION TECHNICIAN
TRAINING GUIDE
LOS PADRES NATIONAL FOREST

The following will be the minimum content of the training packet for Los Padres Forest personnel in the GS-1 to GS-3 grade levels:

I. Job description

II. Performance requirements & Career goals

III. Job instructions (written individualized instructions from employee's immediate supervisor relating to the when, what, where, how, and why concerning the job to be performed)

IV. The minimum training plan for these personnel will consider the following subjects in order of priority:

1. Care and Policing Skills
2. Use of Hand Tools
3. Employee Orientation
4. Host Role Concept
5. Driver Training Awareness
6. Meeting the Public
7. District and Forest Orientation
8. Facility Maintenance Skills
9. First Aid (Beginning Course)
10. Use of Power Equipment
11. Law Enforcement - Level I
12. Use of Chemicals
13. Recreation Use Reporting
14. Cultural Resource Awareness
15. Local Wildlife Identification
16. Landscape Management Awareness
17. Local Geological Information
18. Local Plant Identification

Additional subjects of interest:

Government Drivers License
Hazard Identification
Basic Fire Suppression
Radio Procedure
Tool Maintenance
Safety
Communication Skills
Minimum Impact Camping
General Work Skills
Trash Maintenance Procedures
Recreation Site Condition Surveys

VIS Training
Fee Compliance and Collection
P-40 Introduction to Fire Prevention
S-190 Introduction to Fire Behavior
CPR

Because of the seasonal nature of these positions employee training can best be accomplished on a District basis. This can be done, however, in conjunction with other adjacent Districts if this proves convenient. This is best accomplished at a three- to four-day session.

The following is a list of training material sources available presently on the District or at the Supervisor's Office:

1. Subject: Care and Policing Skills

   a. Pamphlet "Cleaning Recreation Sites" for 1974
   b. Recreation Care and Policing Slide Tape Program (Available at S.O.)

2. Subject: Use of Hand Tools

   a. Standard Fire Control Course adapted to Recreation Technician needs (Available at S.O.)

3. Subject: Employee Orientation

   Ring binder book - "Los Padres National Forest - - an Introduction"
   (Presently on the Districts)

4. Subject: Host Role Concept
   Slide Tape Program
   (Available at S.O.)

5. Subject: Driver Training Awareness

   Three separate movies
   (Available through Chuck Tumbleson)

6. Subject: Meeting the Public

   Host role programs

7. Subject: District and Forest Orientation

   a. Ring binder book - "Los Padres National Forest - - an Introduction"
   b. Numerous slide tape programs relating to specific activities and/or Districts on the Forest (Contact P.I.O. Waldapfel)

8. Subject: Facility Maintenance Skills

   a. On-the-job training
   b. Local high school night classes

9. Subject: First Aid (Beginning Course)

   a. Instruction by qualified Forest Service employee or through contact with local chapter of Red Cross

10. Subject: Use of Power Equipment

    a. Instruction through qualified Forest Service instructor

11. Subject: Law Enforcement - Level I

    a. Enrollment in the annual law enforcement session or through special instruction with qualified Forest Service personnel

12. Subject: Use of Chemicals

    a. On-the-job training for use of deodorants and cleaning fluids
    b. Special instructions on the use of sprays for control of noxious weeds
    c. Training films - commercial product manufacturers

13. Subject: Recreation Use Reporting

    a. Instruction by trained Forest Service personnel (Reference the RIM Handbook)

The other training needs (14 to 18) shown by priority fall in the NICE TO KNOW category. This can be picked up by interested employees by reading pamphlets and booklets (both Forest Service and other sources).

It cannot be stressed enough however that it is at this entry level that employees get their first impression of the job to be done, the need to respond to the public in a positive manner, and the interest that is shown in the employee by his supervisor.

GS-4 TO GS-6
RECREATION TECHNICIAN
TRAINING GUIDE
LOS PADRES NATIONAL FOREST

The following will be the minimum content of the training packet for Los Padres Forest personnel in the GS-4 to GS-6 grade levels:

I. Job description

II. Performance requirements & Career Goals

III. Job instructions (written individualized instructions from the employee's immediate supervisor relating to the when, what, where, how, and why concerning the job to be performed)

IV. The minimum training plan for these personnel will consist of the following subjects in order of priority:

1. Local Laws and Regulations
2. Personnel Supervision
3. Care and Policing Skills
4. Law Enforcement - Level IIA
5. Host Role Concept
6. Recreation Fee Site Administration
7. Use of Power Equipment
8. Civil Service Employee Handbook
9. Facility Maintenance Principles
10. Communication Skills
11. Water System Sampling
12. Intermediate First Aid
13. Driver Training Awareness
14. District or Forest Orientation
15. Recreation Use Reporting Techniques
16. RIM Data Collection
17. Wilderness Management Policies
18. Trail Maintenance Standards
19. District Budgeting Procedures
20. Public Presentation, Show-Me Trips, etc.
21. Knowledge of Audio Visual Equipment
22. Principles of Outdoor Camping
23. Local Botanical, Geological and Wildlife Knowledge
24. Cultural Resource Knowledge
25. Administration of Special Use Permits
26. Search and Rescue Techniques
27. Backpacking Techniques
28. Winter Sports Administration
29. Use of Chemicals
30. Use of Heavy Equipment
31. Use of Photographic Skills
32. Elementary Winter Mountaineering
33. River Rafting

Additional subjects of interest:

Basic 32 Fire Suppression
P-140 Fire Prevention
P-240 Intermediate Fire Prevention
Basic Supervision
Law Enforcement - Level IIB
Advanced Supervision
Instructor Training
Environmental Education Workshop
Lets Serve the Public
Interpersonal Conflict Resolution
Developed Site Management
Creative Problem Solving
Procurement Methods and Procedures
Boat Operations
Lifeguard
CPR
Handling Pack and Saddle Stock

Employees at the GS-4 to GS-6 level may have taken a number of the subject content before coming to the present assignment. If so, this should be noted in the training plan. If an employee has not been trained in the subject content, the annual training plan should show when and how many of the subjects will be taken in one year. It is anticipated that it will take at least a three-year period of time to cover the subjects.

Personnel in the grade levels will generally be employed on a full time basis. The subjects shown will foster confidence and skills in the recreation function of the job. At these grade levels employees should begin to broaden out the scope of their overall knowledge of Forest Service activities. In this regard there will be occassions to involve them in other "Awareness" training sessions. These sessions should provide a better understanding and appreciation of other functions. Awareness programs such as Visual Resources and Cultural Resources should become a part of their growth as they become a part of the District and Forest team. Included in their training plans may be fire suppression courses if agreed on between employee and his supervisor. Personnel in these grade levels are at the decision point in their careers whether or not to continue on in the field of outdoor recreation. It is extremely important to provide them with the necessary training so that they are challenged and so that they obtain job satisfaction. Their training needs can best be accomplished on a Forestwide basis at a four-day training session at a centralized location. The emphasis at these training sessions will be on the essential and important subjects that have been listed. Their training can be in conjunction with all or portions of the GS-7 - GS-9 training session.

In addition, necessary training can be accomplished through slide tape programs that are available on the Forest, through cooperative efforts with other entities (State of California and counties, special recreation Districts) and through night school courses provided at local high schools.

GS-7 TO GS-9
RECREATION TECHNICIAN
TRAINING GUIDE
LOS PADRES NATIONAL FOREST

The following will be the minimum content of the training packet for Los Padres Forest Recreation personnel in the GS-7 to GS-9 grade levels:

I. Job description

II. Performance requirements & Career goals

III. Job instructions (written individualized instructions from employee's immediate supervisor relating to the when, what, where, how, and why concerning the job to be performed)

IV. The mimimum training plan for these personnel will consist of the following:

1. Host Role Concept
2. Laws and Regulations that Apply to District & Forest
3. Communication Skills
4. ADVENT - Planning, budgeting, organizing to do job
5. Recreation Fee Site Administration
6. RIM Data System
7. Supervisory Training
8. Facility Maintenance Principles
9. Driver Training Skills
10. Principles of Potable Water System
11. Civil Service Employee Handbook Knowledge
12. Use of Power Equipment
13. Law Enforcement Level IIB or Level III
14. Understanding and Curbing Vandalism
15. Advanced First Aid (Red Cross)
16. District and/or Forest Orientation
17. Use of Chemicals
18. Land Management Planning Concepts-Emphasis Outdoor Ed.
19. Sociological Needs of the Forest Visitor
20. Administration of Special Use Permits
21. Recreation Opportunity Spectrum
22. Principles of Outdoor Camping
23. Cultural Resource Awareness
24. Knowledge of Audio Visual Equipment
25. Local Botanical, Geological, and Wildlife Knowledge
26. Use of Photographic Skills
27. Search and Rescue Techniques
28. Backpacking Equipment and Techniques
29. Winter Mountaineering

Additional subjects of interest:

Interactive and Group Work Skills
Forest Recreation Workshops
Purchasing Procedures
Accident Investigation
Hazard Identification
Accelerated Reading
Basic Management
Safety Practices
Environmental Education Workshop
Time Management
Performance Appraisal
Hazard Tree Recognition and Recreation Pest Management
Working Effectively with the Media
Public Involvement Techniques
Advanced Creative Problem Solving
Visual Recreation Management
EAR Development
Employee Problem Solving
Career Counseling

Employees at the GS-7 to GS-9 grade level may have taken a number of the subject content before coming to the present assignment. If so, this should be noted in the training plan. If an employee has not been trained in the subject content, the annual training plan should show when and how many of the subjects will be taken in one year. It is anticipated that it will take at least a three-year period of time to cover the subjects.

As can be seen, these subjects are only those which will foster confidence and skills in the recreation function of the job. There may be other major training needs that the employee and supervisor need to discuss to achieve the skills and knowledge of other functional areas on the District or Forest. These would be training for such functional activities as timber, range, wildlife, and watershed. Included, of course, are the training needs for fire control assignments.

Recreation personnel in these grade levels must be conversant with peers as well as the public on all aspects of District and Forest matters.

In order to standardize course content the Forest will annually consider a training session at a centralized location relating to the essential and important subjects that have been listed.

Instructors will be employees who are especially knowledgable in certain subject areas, invited speakers from colleges or universities, or other agencies.

The subject training for this grade level can best be met on a Forest-wide basis. It is anticipated however that training needs can also be met by combining training programs for the southern California Forests. This approach has numerous advantages which will not be related at this time. It is also very possible that a training "fair" can be scheduled at one of the southern California colleges that would provide a wide variety of subjects for a one-week period. Personnel from other agencies could also participate. This approach would tend to concentrate our training efforts toward establishment of an Outdoor Recreation Training Academy in southern California. In the interim the Los Padres will concentrate on its own training session or combine efforts with adjacent Forests.

PHASE IV

A. In-service Training

For the most part in-service training consisted of District "get-togethers" where various subjects are discussed over a two- or three-day period of time. This has been helpful. There needs to be a more concentrated effort on a Forest basis to provide the right atmosphere, and to pool efforts to provide the most proficient instruction in all aspects of outdoor recreation. Within the last few years, the San Bernardino Forest has had the most concerted effort in Recreation Technician training as determined from the responses that were received. Annually the Forest conducts a recreation training academy. From the comments made by attendees the academy has been very successful.

B. Cooperative Training with Other Recreation Agencies

The responses show that Districts and Forests have done very little investigation to get employees involved in the courses or training presently being conducted by other outdoor recreation entities. This may not be practicable or even desirable in some cases, however, more cooperative training efforts would provide better communication between all providers of outdoor recreation facilities in the state. On a limited basis and for specific courses the State Department of Parks and Recreation may be interested in providing a few slots at their training facility at Asilomar (Monterey Bay area) for such courses as carpentry skills, electrical skills, plumbing skills, etc. There is a need to explore these training potentials which are available.

C. Cooperative Training with Junior Colleges, State Colleges and Universities

We are just beginning to scratch the surface in this area. The program being offered at Utah State and Clemson are excellent examples of the progress we are making along this line. More work is needed however to provide courses throughout the state at the technical level. A survey is needed to determine what Junior Colleges or State Colleges are offering courses for outdoor recreation technicians. Seminars or week long training academies could be conducted at such schools during the quarter or semester breaks.

The excellent facilities which are normally tied up for regular students, generally are available during the "break periods."

This approach would not only avoid costly construction costs for similar facilities but also begins to utilize tax supported facilities to the maximum.

D. Correspondence Courses

Surprisingly, the responses showed that there has been very little done in the way of developing accredited correspondence courses for outdoor recreation personnel in the state.

Because of the remoteness of many of our work stations and the ever increasing costs of gasoline ($1.35 for Ethyl in Santa Barbara), I feel it becomes increasingly more important that a survey be made of Junior Colleges or 4-year colleges who presently offer desirable courses to determine if they would be willing to offer correspondence courses. If the survey indicates that no one is interested, the banner should be carried by the Regional Office.

Training Provided by Other Outdoor Recreation Entities:

1. State of California Department of Parks and Recreation

   The Department of Parks and Recreation maintains a large training center at Asilomar (Monterey Bay area) for its park personnel throughout the state. Known as the William Penn Mott Jr. Training Center, courses are available (see attached schedule) through the fall, winter, and spring months of the year.

   In addition, training is provided through specific courses at local colleges.

2. Los Angeles County Department of Parks and Recreation

   In discussion with James F. Schuman, Deputy Director Parks and Recreation Department, a good share of their training effort is being directed to training better managers. These training efforts which are just now beginning to take shape will not necessarily be directed to the "man on the ground."

   They have been developing cooperative programs with local community colleges for courses such as electrical, plumbing, and carpentry needs.

   I suspect that a good share of their training of park maintenance personnel is related to on-the-job training.

Other Recreation Training Studies as of March 10, 1980:

1. Developed Sites Conference
   "Training" Topic
   February 4-7, 1980
   Salt Lake City, Utah (Bob Glenn, Region 4, Chairman)

   Results of session:

   Training needs recommendations -

   (1) Project level training (on-the-ground)

   a. Cleanup and operation
   b. Light maintenance
   c. Dealing with the public

   (2) Administrative training - proposed now in the W.O.

2. Recreation professionalism

   Proposal - Southwest Region - Team of Gregg, Fitch and Waldo

3. Number of recreation positions - Southwest Region

   Administrative Assistant - Inyo National Forest
   John Coil, July 23, 1979

4. Southwest Region

   Background and Training Survey, Recreation Personnel
   (See attached), 1978 (?)

WILLIAM PENN MOTT JR. TRAINING CENTER

TRAINING SCHEDULE 1979/80

DATES	PROGRAM	NUMBER OF PARTICIPANTS
September 17-22, 1979	Continuing Interpretation #16	22
September 17-28, 1979	Carpentry Skills #8	22
September 24-27, 1979	Firearms Instructor Refresher #1	22
September 30-October 12, 1979	Peace Officer Refresher #19	26
October 1-12, 1979	Electrical Skills #7	22
October 7-19, 1979	Peace Officer Refresher #20	26
October 15-26, 1979	Course Leader Training #6	22
October 22-November 9, 1979	Basic Park Maintenance #10	27
November 5-16, 1979	Historical Preservation #7	22
November 26-December 7, 1979	Plumbing Skills Group 2	22
November 25-December 7, 1979	Peace Officer Refresher #21	26
December 2-14, 1979	Peace Officer Refresher #22	26
January 2-12, 1980	Plumbing Skills #3	22
January 2-7, 1980	Defensive Tactics Instructor #3	22
January 21-February 2, 1980	Ranger Trainee Program Group T (I&II)	27
January 21-25, 1980	Advanced First Aid Instructors #5	22
January 28-February 1, 1980	Field Training Officer	22
February 3-6, 1980	Defensive Tactics Instr. Refresher #1	22
February 4-15, 1980	Electrical Skills #8	22
February 7-10, 1980	Defensive Tactics Instr. Refresher #2	22
February 25-29, 1980	Firearms Instructor Refresher #2	22
February 25-March 14, 1980	Basic Peace Officer Training 28-I	32
March 3-21, 1980	Basic Park Maintenance #11	27
April 7-12, 1980	Continuing Interpretation #17	22
April 7-18, 1980	Advanced Supervision #1	22
April 14-May 2, 1980	Basic Peace Officer Training 28-II	32
April 27-May 9, 1980	Peace Officer Refresher #23	26
May 4-16, 1980	Peace Officer Refresher #24	26
May 12-30, 1980	Ranger Trainee Program Group T-III	27
May 19-30, 1980	Plumbing Skills #4	22

11/2/79

COURSES

This Section contains descriptions of courses which are policy directed and are required for designated employees in certain job assignments. These courses are intended to provide employees with the skills and knowledges needed to effectively carry out assigned job responsibilities.

Course Titles	Course Codes
Department Orientation	101
Seasonal Orientation	102
Supervisor's Forum	200
Supervisory Practices	201
School of Management	202
Law Enforcement, Basic	302
Law Enforcement, Supervisory Course	303
Law Enforcement, Refresher/Advanced	304
Lifeguard, Seasonal	305
State Park Ranger Trainee	306
Park Management and Operations	307
Tour Guide Training, Basic	308
Tour Guide Training, Advanced	309
Maintenance Management	310
Law Enforcement, Middle Management	311
Law Enforcement, Executive Development	312
Interpretation, Basic	400
Defensive Driving	700
Defensive Driving, Refresher	701
First Aid	703
Mountain Rescue	704

RECREATION PERSONNEL, BACKGROUND AND TRAINING SURVEY - SUMMARY

All Ranger Districts in Region 5 were contacted. Nearly 1/2 responded, listing personnel involved with on-the-ground recreation management and their respective college and experience backgrounds and types of Forest Service training received by each.

The data indicates the following:

1. Nearly all Ranger District recreation management staff officers have degrees in Forestry. No one indicated any academic background in the sociological aspects of recreation management.

The major areas of Forest Service training are Law Enforcement, VRM, RIM, and Special Uses. Experience has been almost totally within the job.

2. At the GS-9 level there are people with degrees in Forestry, Business, and 2 reported from Recreation Planning. These people seem to come from backgrounds in timber, resources, fire, and the military and are split almost equally between professionals and technicians.

3. At the GS-7 level all that reported were technicians with some college background and a few degrees in Biology, Zoology and a few associate degrees in similar fields. The background experience of these people indicates heavy leaning towards maintenance, carpentry, ranching, and fire.

Training is very heavy for this group in Law Enforcement, facility maintenance, and RIM.

4. Most GS-6's are Fire Prevention Technicians and their training is almost exclusively Law Enforcement.

5. The GS-5 level are almost totally technicians with a number of college degrees with A.A. & B.A. Degrees include specialties in Biology, Education, Fire Science, Outdoor Recreation, English, Wildlife, and Environmental Planning and Management. Many of the GS-5's are seasonal employees.

6. The GS-4 group was surprisingly heavy with college graduates. Many of these reported B.S. and B.A. degrees in Recreation Management and Biology. One GS-4 has a Master's in Recreation and Land Use Planning. Experience includes fire, ranching, and recreation. In service training is almost exclusively Law Enforcement, fire and fire prevention, and first aid.

7. Other seasonal people at the GS-3 grade level come from recreation and fire backgrounds with training being almost totally law enforcement.

The survey shows that many of our recreation people have college backgrounds. Very few have any academic background in the sociological aspects of recreation management. Those that do are generally found in the lower grade levels and are often seasonal employees.

Our major efforts in training have been Law Enforcement, RIM, facility maintenance and some local workshops in public relations.

APPENDIX

A. Other Inservice Recreation Training Studies as of March 10, 1980:

1. Developed Sites Conference
   "Training" Topic
   February 4-7, 1980
   Salt Lake City, Utah (Bob Glenn, Region 4, Chairman)

   Results of session:

   Training needs recommendations -

   (1) Project level training (on-the-ground)

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3. Number of recreation positions - Southwest Region

   Administrative Assistant - Inyo National Forest
   John Coil, July 23, 1979

4. Southwest Region

   Background and Training Survey, Recreation Personnel
   (See attached), 1978 (?)

B. Federal Manpower Study (Resource Management Personnel)

   1980 Report compiled by National Recreation and Parks Association (unpublished as of 6/6/80)

C. Pacific Southwest Region basic data for the study retained on the Los Padres National Forest.